

CHAPTER I

INTRODUCTION

A. Background of the Study

Nowadays, English is very important in the society for communication. English is the bridge to prepare for future competition in the world. Therefore, English has become one of the important things in the world. As we know that in every institution even in every region, English is a means to evaluate intelligence. At school, English lessons determine the success or failure in education. Besides, English is taught from elementary school to university in most formal institutions or non-formal institutions. Nowadays, English has been learned from playgroup until university in Indonesia. By doing this, it can improve the students from Indonesia to face the competitive world.

In fact, English is an international one which is often used by people to communicate with the other countries. It means that learning English is very important. Nowadays, learning English is not only for junior and senior high school but also for playgroup or primary school until the university. This is one way to face competitive world. In addition, English is the language used to integrate the world and became the language in the world.

According to Harmer (1983: 44), teaching and learning English in high school focus on the four language skills. There are listening, speaking, writing, and reading. Listening and reading belong to receptive skills in

which the language users require the ability to receive spoken and written language while speaking and writing belong to productive skill in which the language users require the ability to produce language both spoken and written.

In writing text, the learners are faced to the difficulties in mastering kinds of text. As we know that English there are many kinds of text. One of them is narrative text. Narrative text is a text that explains the past activities or event, which concerns on the problematic experience and resolution in order to amuse and even give the moral messages to the reader. Narrative text can be used to learn in writing, reading, speaking, and listening.

There are some problems faced in teaching narrative in SMA Muhammadiyah 1 Pati. In teaching and learning process, the students do not pay attention to what the teacher teaches. They assume that English is an easy lesson. In addition, the teachers who teach too well make them regard as their friend. Therefore, they crumble what is taught. That makes it less effective lesson to be taught in the class.

The writer observed SMA Muhammadiyah 1 Pati because this school has English extracurricular activities. They support students in the lesson. They also are taught conversation and grammar. It is certainly easier for author to research this school. Besides, this school has a language laboratory to support English teaching and learning,

Based on the phenomena above, the writer chooses the title **“TEACHING LEARNING PROCESS NARRATIVE TEXT AT THE FIRST YEAR OF SMA MUHAMMADIYAH 1 PATI: A MICRO ETNOGRAPHY”**

B. Limitation of the Study

The study focuses at the first year of SMA Muhammadiyah 1 Pati in 2010/2011 academic year. The writer takes one class and focuses about process, and activities in teaching learning narrative text in SMA Muhammadiyah 1 Pati.

C. Problem Statement

The problem of the study is “How is the teaching learning process of SMA Muhammadiyah 1 Pati?” I raise subsidiary research questions, as follows:

1. What is the syllabus in SMA Muhammadiyah 1 Pati?
2. What is the learning objective in SMA Muhammadiyah 1 Pati?
3. What is the teaching method (procedure and classroom activities, material and media)?
4. What is the technique in SMA Muhammadiyah 1 Pati?
5. What is the evaluation in SMA Muhammadiyah 1 Pati?

D. Objective the Study

This study aims to describe the teaching learning process SMA Muhammadiyah 1 Pati. Specifically the research aims to describe:

1. the syllabus in SMA Muhammadiyah 1 Pati,
2. the learning objective in SMA Muhammadiyah 1Pati,
3. the method of teaching include:
 - a. material and
 - b. media
 - c. procedure and classroom activities,
4. the technique in SMA Muhammadiyah 1 Pati
5. the evaluation in SMA Muhammadiyah 1Pati,

E. Benefit of the Study

The result of the study is expected to be able to give some benefits to the teachers, the students, and the researcher. The following are the significant contributions of the study:

1. Theoretical Benefit

The finding of this research can develop the method of teaching English as foreign language

2. Practical Benefit

The writer hopes this research can help other researcher to provide a reference that facilitates them in researching narrative text. Beside, this research will give some information and knowledge about the teaching narrative text.

F. Research Paper Organization

The writer divides this research paper into five chapters:

Chapter 1 is introduction which contains background of the study, limitation of the study, problem statement, objective of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature that consists of previous study, notion of teaching, notion of genre, the kinds of genre, the notion of narrative text and teaching narrative text.

Chapter III is research method presenting type of the research, subject of the study, object of the study, location of the research, data and data source, method of collecting data and technique for analyzing data.

Chapter IV is research result and discussion. This chapter discusses the findings and discussion of the finding.

Chapter V presents conclusion and suggestion.